

Egyptian Pioneer Languages School



English Connect Plus

Primary Four

First term 2024 – 2025



- **Name: ……………………………….**
- **Class: ………………………………..**

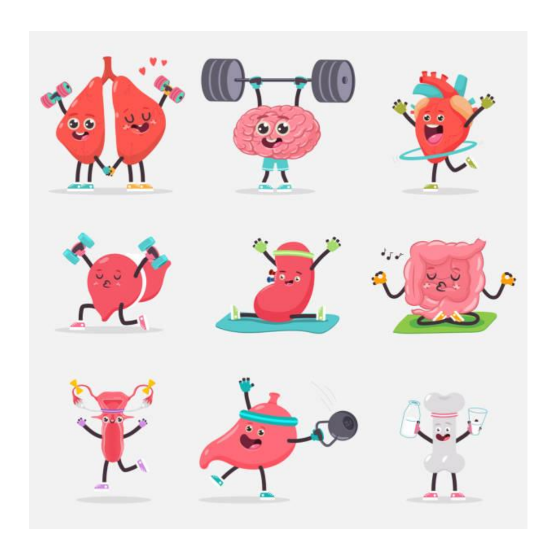
Theme 1

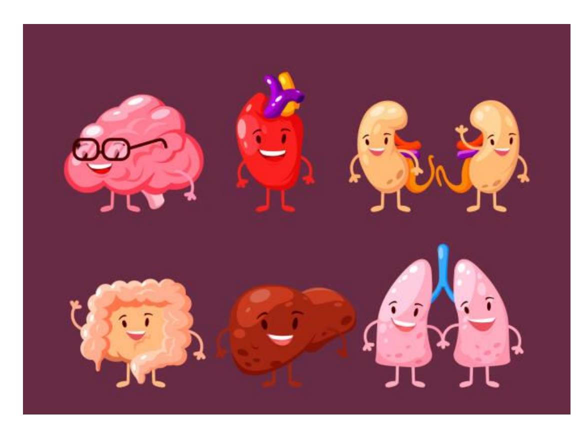
I discover myself

Unit 1

What can I do?







Lesson 1 "My body"

New Vocabulary:

- **Digestive system**: we use our **digestive system** when we eat.
- **Chew**: we **chew** food with our teeth.
- **Swallow**: we **swallow** food after we chew it.
- **Stomach**: food goes to our **stomach** when we swallow it.
- **Special liquid**: this liquid changes the food into energy and nutrients.
- **Respiratory system**: we use our **respiratory system** when we breathe.
- **Lungs**: we have **2 lungs** that oxygen arrives in them.
- **Heart**: our **heart** pumps blood around our body.
- **Skeleton**: it's made up of all the bones in our body.
- **Muscles**: they're attached to our bones.

Homework “Lesson 1”

1 Choose the correct answer:

1- We use our digestive system when we ………………

(eat – think – breathe – walk)

2- Our ....pumps blood around our body.

(skeleton – stomach – heart – lung)

3- Our .... is made up of all the bones in our body.

(skeleton – muscles – heart – stomach)

2 Read and complete the text:

“oxygen – nose – heart – stomach”

When we eat, we chew and swallow our food. A liquid changes the food in our (1)…………………… into energy and nutrients. We breathe in air through our (2) ……………………..and it goes to our lungs. The (3)………………… in our lungs is passed to the blood.

*3*Reorder the words to make sentences:

1. and – chew – **We** – food – swallow

……………………………………………………………………………………..

2. breathe in – through – air – **We** – nose – our

……………………………………………………………………………………..

3. pumps – **Our heart** – around – body – blood – our

……………………………………………………………………………………..

Lesson 2 "Our senses"

New Vocabulary:

- **Sight**: We use our eyes to see.
- **Taste**: We use our tongue to taste.
- **Touch**: We use our skin to feel and touch.
- **Smell**: We use our nose to smell.
- **Hearing**: We use our ears to hear.
- **Deaf**: people who are deaf can't hear.
- **Blind**: people who are blind can't see.
- **Sign language**: people who are deaf use sign language to communicate.
- **Braille**: people who are blind use this code to read, they use patterns made up of raised dots.
- **Combinations**: Braille code has different combinations of dots. (to join a set of letters or numbers together)

- **Capital letters:**

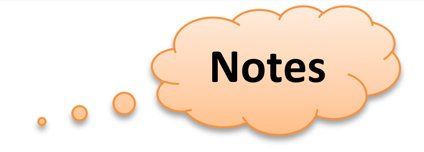
We use capital letters:

1 At the beginning of the sentence:

Ex. We use our senses every day.

2. with names of languages:

Ex. English, Arabic, Spanish



3. with names of countries:

Ex. Egypt, USA, Spain

4. with names of people:

Ex. Louis Braille

Homework "Lesson 2"

<u>*1* Choose the correct answer</u>:

1- We use our .... to see.
(nose – eyes – ears)

2- Deaf people can't ....
(see – hear – smell)

3- People who are deaf use ....language.
(English – picture – sign)

<u>*2* Reorder the following words:</u>

1. can – **<u>What</u>** – hear – you ?
....
2. can – skin – **<u>We</u>** – feel – with – our .
....
3. ways – **<u>Some</u>** – have – people – different – to communicate
....

<u>*3* Punctuate the following sentences:</u>

1- I live in giza
....

2- ali speaks french.
....

Lesson 3 “Languages”

New Vocabulary:

- **Lounge**: a place like our living room.
  We can tidy our **lounge** to make it a better place.
- **Disappointed**: feeling sad.
- **Creative:** new skills.
- **Drawing:** like painting pictures.
- **Brain:** the organ in our head that make us think, control how we move,what we remember and the choices we make.
- **The cerebrum:** this part of the brain controls our senses, thoughts, how we speak and our memories.
- **The cerebellum:** controls movements and balance.
- **The brain stem:** joins the two parts of the brain.
- **The left hemisphere:** we use this half of the brain for math and science.
- **The right hemisphere:** we use this half of the brain for art and music.

Language Corner

The present simple tense:

- We use this tense to talk about:

1-Facts: Ex: Cows give us milk.
The sun rises from the east.

2-Habits: Ex: I go to the club every day.
She plays tennis every weekend.

- ***Form***: **Affirmative**

❖ **I, You, We, They, "plural nouns" + v. (inf.)**

Ex. I play football every day.

❖ **He, She, It, "singular noun" + v + s/es/ies**

➔ **We add (s) to the regular verbs as in (walks, likes, listens………).**

Ex. Marwan plays basketball on Sundays.

➔ **We add (es) to verbs that end in (ss – sh – ch – o – x).**

- **go → goes**
- **watch → watches**

Ex. He goes to school on foot.

➔ **We add (ies) to verbs ending with (y) and before it there's a consonant letter. So, we cancel the (y) and add (ies).**

- **Study → studies**

Ex. Lara studies English every day.

- ***Negative***:

✵I, You, We, They + don't + v. (inf.)

Ex. We don't go to school by bus.

✵ He, She, It+ doesn't + v. (inf.)

Ex. She doesn't go to school by bus.

- ***Yes/ No question***:

❖Do + you/ we/ they + v. (inf.) ….. ?

Ex. Do you like football?

Yes, I do. / No, I don't.

❖Does + he/she/it + v(inf) …. ?

Ex. Does she like football?

Yes, she does. / No, she doesn't.

- ***WH question:***

✵Q. word + do/does + subj. + v(inf) …… ?

Ex. Where do you go every week?

I go to the park every week.

-Key words:

Always – usually – often – sometimes – never – every…..etc.

Ex: Adam goes to the park every month.

She always does drawing.

V. To "be" :

I → am

He, She, It → is

You, We, They → are

Ex. I ***am*** a girl.

She ***is*** a girl.

They ***are*** girls.

****V. To "have" :***

I, you, we, they → have

He, she, it → has

Ex: I ***have*** two sisters.

He ***has*** two sisters.

✵ V. To "do":

I, you, we, they → do

He, she, it → does

Ex. I ***do*** art class.

She ***does*** art class.

Homework "Lesson 3"

***1* Choose the correct answer:**

1. Kareem ……………………art class.

   (do – does – doing)

2. ……………has a book.

   (I – He – we)

3. We use the …………….hemisphere of the brain for art and music.

   (left – right – front)

***2* Rewrite:**

1- She has two books. (**We**)

…………………………………………………………………………….

2- Adam never plays football. (**doesn't**)

…………………………………………………………………………….

3- My brother helps our mom every day. **(My brothers)**

…………………………………………………………………………….

***3* Reorder the words to make sentences:**

1. to – tidy – have – **We** – lounge – the

…………………………………………………………………………………….

2. cerebellum – **The** – movement – and – controls – balance

……………………………………………………………………………………………………….

Lesson 4 “Parasports”

New Vocabulary:

- **Paralympic games = Paralympics:** it’s an international competition for athletes with disabilities.

- **Competition:** an activity to win or gain.

- **Disability:** a physical or mental condition that limits a person’s movement.

- **Athletes:** players doing sports or other forms of physical exercise.

- **Parasports:** sports played with people with disabilities.

- **Dedication:** working hard.

- **Champion:** a person or player who wins something like in sports “they win a cup or medals”.

Homework "Lesson 4"

*1*Choose the correct answer:

1-The ....games are for athletes with disabilities.

(championship – Olympic – paralympic)

2-Egypt has many .... who take part in these competitions.

(teachers – athletes – vets)

3-Being a paralympic athlete takes years of ……………….

(playing – dedication – helping)

*2*Read and complete the text:

"Competitions – team – class – Paralympics"

Ahmed Abdel Fattah plays sitting volleyball. He took part in the 2016 Rio (1)………………………, where the team won bronze. He has played with his (2)……………………..in Africa and Brazil. They have won many international (3)……………………...for Egypt.

*3*Reorder the words to make sentences:

1. won – **She** – lots of – medals – gold

………………………………………………………………………………

2. the – national – joined – **He** – in 2006 – team

……………………………………………………………………………..

Lesson 5, 6 “Writing paragraphs”

New Vocabulary:

- **Healthy diet:** eating healthy food like fruit or vegetables.

- **Unhealthy habits:** following unhealthy routine like playing video games or watching TV for many hours.

<u>*How to write a paragraph</u>:

A paragraph contains:

1- **A topic sentence “the introduction”:** It’s the first sentence of the paragraph that introduces the topic.

2- **Main “body” sentences:** the sentences that contain all the details and information about the topic “in the middle of the paragraph”.

3- **A conclusion sentence:** this sentence is a summary to end or finish your paragraph.

Homework "Lesson 5, 6"

<u>*1*Read and complete the text:</u>

"Vitamins – diet – water – eat"

Eating the right food is very important for our health. We need a range of different kinds of food with lots of (1)…………………..and minerals. We shouldn't (2)…………………too much sugar or fat. Fruit and vegetables are healthy choices. It's important to drink lots of (3)……………………,too, especially on hot days.

<u>*2*Reorder the words to make sentences:</u>

1. activities – are – **<u>Mental</u>** – our brain – good – for

……………………………………………………………………………………………

2. shouldn't – eat – **<u>We</u>** – sugar – too much

……………………………………………………………………………………………

3. wants – to – creative – do – **<u>Kareema</u>** – something

……………………………………………………………………………………………

4. the – camp – long – summer – **<u>How</u>** – is ?

……………………………………………………………………………………………

General Exercises on "unit 1"

❋1. Listen and circle the correct answer:

1. Our ……………………….are working all the time.

    (tooth – senses – nose – ear)

2. We see with our ……………………

    (ears – nose – mouth – eyes)

3. We ………………….with our ears.

    (hear – see – eat – play)

4. We taste with our ……………………..

    (tongue – hand – leg – hair)

❋2. Listen and complete:

1. Some people can't ……………….or hear.

2. People who are …………………can learn sign language.

3. Sign language is a ……………………..language.

4. There are ……………………..versions of sign language around the world.

❋3. Read and complete the dialogue:

"system – digestive – lesson – respiratory"

A: It's our first school day in grade four.

B: Yes, I read the first English ………………….

A: What is it about?

B: It's about our digestive ……………………….

A: What does that system do?

B: We use our ………………….system when we eat and drink.

✵4. Read the text and answer the questions below:

Mostafa Fathalla is a runner who takes part in 100-meter, 200-meter and 400- meter races. He joined the national team in Egypt in 2006, and has taken part in lots of international competitions. He has won many medals, including gold in the World Championship in New Zealand.

A. Choose the correct answer:

1. Mostafa has taken part in lots of ………………………competitions.

(government – international – national – local)

2. Mostafa won a gold medal in the world ……………………in New Zealand.

(championship – cup – jumping – medal)

B. Answer the following questions:

3. Who is Mostafa Fathalla?

…………………………………………………………………………………….

4. Which races did he take part in?

…………………………………………………………………………………….

✵5. The Reader:

A. Write T (True) or F (false):

1. Zeinab was bored. ( )

2. Grandpa wanted to be a vet. ( )

B. Choose the correct answer:

1. Some ……………………make tables and chairs.

(farmers – mechanics – makers – teachers)

2. Grandpa was one of the …………………………makers.

(buttons – train – chair – tent)

✵6. Choose the correct answer:

1. My teacher always …………………..us interesting projects to do.

(giving – give – gave – gives)

2. ………………that robot have many uses?

(Do – Is – Does – Are)

3. Tom usually ……………………..to bed early on weekends.

(goes – go – going – is going)

4. I ………………watching films on TV.

(like – am liking – likes – is liking)

❋7. Reorder the words to make correct sentences:

1. use – **We** – ears – our – to – hear

………………………………………………………………………………………

2. your – studying – **Does** – like – history – friend ?

……………………………………………………………………………………….

❋8. Write a text of fifty words about:

"Our senses"

➔ **Guiding words:**

Five senses – ears – eyes – nose – skin

………………………………………………………………………………………………

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Unit 2

Plants and animals



Lesson 1
"Vertebrates"

New Vocabulary:

- **Vertebrates:** are animals with a backbone.
- **Mammals:** they don't lay eggs. Humans are mammals.
- **Backbone:** the line of bones down the center of back.
- **Warm blooded**: mammals are warm blooded.
- **Beak:** the bill of a bird.
- **Reptiles:** an animal that crawls or moves on its belly such as (snake) or onsmall short legs (such as a lizard).
- **Amphibians:** can live on land and on water, but they need water or a moisthabitat to survive.
- **Cold -blooded:** reptiles, amphibians and fish are cold blooded.
- **Gills:** ex: fish take in oxygen through their gills.
- **Fins:** fish use fins to move.
- **Scales:** reptiles have scales on their bodies
- **Moist:** slightly wet.

Homework "lesson 1"

❋(1) Choose the correct answer:

1. How (often – much – many – tall) types of animals lay eggs?
   – There are four.
2. Amphibians can (live – lives – living – lived) on land and on water.
3. Birds (aren't – hasn't – doesn't – don't) have fur or hair.
4. Frogs can take (up – in – out – of) oxygen through their skin and their lungs.

❋(2) Reorder the words to make sentences:

1. a – animals – are – with – **Vertebrates** – backbone

………………………………………………………………………………………………….

2. hair – have – **Mammals** – on – bodies – their

………………………………………………………………………………………………….

❋(3) Read and complete the text:

"Bats – mammals – hair – beaks"

Mammals have (1)…………………or fur on their bodies. They are warm-blooded. They feed their babies with milk and most of them give birth to their babies. They don't lay eggs. Humans are (2)……………………. Most mammals live on land, but some live in the sea, such as whales and seals. (3)……………………are the only mammals that can fly.

Lesson 2
“Language”

New Vocabulary:

- **Enormous:** very large in size.

- **Tiny:** very small in size.

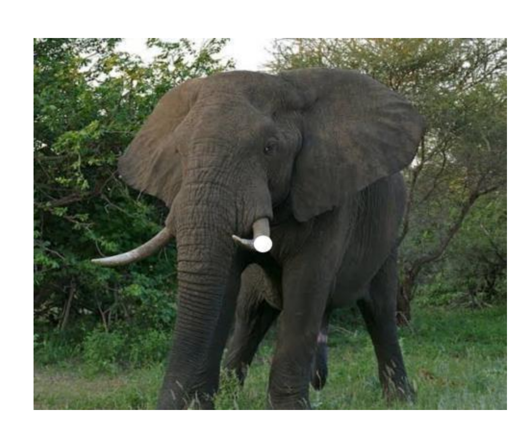
- **Blue whale:**



- **Earth:** the planet on which we live.

- **Natural world:** all of the animals, plants and other things existing in natureand not made by people.

- **African elephant:**



Language Corner

✿ Comparative adjectives:

(short adj. + er) + than

We use the comparative form to compare two people, two animals or two things.

Ex. Cars are smaller than buses.

The giraffe is taller than the chimpanzee.

When the adjective ends in (e), we add (r).

Large → large - nice → nicer

- Fine → finer - Close → closer

Ex. The country is larger than the city.

When the adjective ends in a consonant after one vowel, we double the finalconsonant before adding (er).

- Big → bigger - fat → fatter

- Thin → thinner

Ex. The hippo is bigger than leopard.

When the adjective ends in (y), we change the (y) into (i) before adding (er).

- Busy → busier - heavy → heavier - easy → easier

Ex. This lesson is easier than the last one.

❁Superlative Adjectives:

We use the superlative form to compare more than two people, animals or things.

The +short adj. + est

Ex. The cheetah is the fastest animal in the world.

When the adjective ends in (e), we add (st).

- nice → the nicest - large → the largest

Ex. The panda is the nicest animal in the world.

When the adjective ends in a consonant after one vowel, we double the finalconsonant before adding (est).

- Big → the biggest - fat → the fattest

Ex. The African elephant is the biggest animal on land.

When the adjective ends in (y), we change the (y) into (i) before adding (est).

- Happy → the happiest - heavy → the heaviest

Ex. The blue whale is the heaviest animal in the world.



Homework "lesson 2"

❋(1) Reorder the words to make sentences:

1. fish – **The whale shark** – is – biggest – the

……………………………………………………………………………………………….

2. an – fly – **Can** – ostrich ?

……………………………………………………………………………………………….

3. than – slower – are – **Sloths** – giant tortoises

……………………………………………………………………………………………….

4. biggest – is – **The** – bird – ostrich – the

……………………………………………………………………………………………….

❋(2) Choose the correct answer:

1. Ants are stronger (than – then – that – there) humans.

2. The African elephant is (biggest – big – bigger – the biggest) than the Asian elephant.

3. Who is (the tallest – taller – tallest – taller than) person in your family?

4. The blue whale is the (big – biggest – bigger – small) sea animal in the world.

5. Cars are (fastest – fast – faster – as fast) than bikes.

6. The plane goes (fastest – faster than – fast – the fastest) the train.

Lesson 3
“Invertebrates”

New Vocabulary:

- **Invertebrates:** animals without a backbone such as crabs - jellyfish - octopus.
- **Protection:** the action of protecting, or the state of being saved.
- **Arachnid:** such as a spider or scorpion.
- **Crab:**



- **Grasshopper**



- **Octopus:**



- **Dragon fly**



- **Snail:**



- **Squid:**



- **Jellyfish:**



Language Corner

Adjectives and adverbs

*** The adjective describes a noun and precedes it.**

> The adverb describes a verb and follows it.

#Adverbs of manner:

An adverb of manner describes how something happens and how you do an action.

Ex. They dress elegantly.

- Some elderly people drive slowly.
- She works very hard.

How to create an adverb of manner:

❈ To make adverbs of manner, we usually add -ly to the adjective.

Ex. quick ……..quickly

- careful ……….. carefully
- gentle ……… gently
- slow …….. slowly

❈When an adjective ends in -y we change the -y to -i then add -ly.
For example,

- happy ………. happily
- greedy ……… greedly
- easy ……… easily
- noisy ……… noisily

❖ However, there are also some irregular adverbs:

- good → well
- hard → hard
- fast → fast
- late → late

Homework “lesson 3”

✵(1) Choose the correct answer:

1. Insects live in rainforests because they can find food…………….

(easy – easily- easiest – as easy).

2. She plays the drums (fast – sad – bad – good).

3. I tried (hard – as hard – hardly – hardest), but I couldn’t win the race.

4. I did (badly – bad – good – well) in the test. I got 20%.

✵(2) Reorder the words to make correct sentences:

1. hard – have – **Crabs** – shells – protection – for

……………………………………………………………………………………………..

2. fly – can – **Dragonflies** – fast – very

……………………………………………………………………………………………..

✵(3) Read and complete the dialogue:

“invertebrates – cold-blooded – dragonflies – vertebrates”

A: I don’t know what to write for my project.

B: Why don’t you write about (1)……………………………?

A: Good idea. Do you have some information about them?

B: Yes. Invertebrates are (2)…………………………. and they live on land and in water.

A: Can you give me some examples of invertebrates?

B: of course. Snails and (3)……………………………..are invertebrates.

Lesson 4 "Art"

New Vocabulary:

- **Primary colors:** such as (red - yellow - blue).

- **Secondary colors**: such as (green - orange - purple).

- **Predator**: an animal that hunts and eats other animals.

- **Prey:** an animal that is hunted and killed by another for food.

- **Bright:** giving out or reflecting much light, shining.

- **Pollen**: fine powder produced by certain plants.

- **Coral reef**: a set of rock in the sea formed by growth and deposit of coral.

- **Poisonous**: (substance or plant) causing or capable of causing death orillness if taken into the body.

Homework "lesson 4"

❋(1) Read and complete the text:

"predators – colors – reef – interesting"

There are lots of (1)……………………………things to see under the sea! Some fish are very brightly colored, and so are some plants. In coral (2)………………………, having bright colors can help fish to hide from (3)………………………. The coral is very bright and has different colors, so the fish can hide from bigger fish.

❋(2) Reorder the words to make correct sentences:

1. **Red** – yellow – make – and – orange

……………………………………………………………………………………………………

2. flowers – attract – **The** – insects – bright

…………………………………………………………………………………………………….

3. fish – do – have – **Why** – colors – bright ?

…………………………………………………………………………………………………….

❋(3) choose the correct answer:

1. The animal that hunts and eats other animals is a…………………

(prey – predator – pet – fish).

2. We can get (blue – black – orange – white) by mixing red and yellow.

3. Adding white to a color makes it (lighter – brighter – darker).

General Exercises on "unit 2"

❋(1) Listen and circle the correct answer:

1. Reptiles are (hot – cold – warm – cool) – blooded.

2. Reptiles have to spend time in the (sun – water – sea – lake) to keep warm.

3. Reptiles have four legs and (hair – scales – fur – fins).

4. Reptiles come to land to (drink – lay – eat – have) their eggs.

❋(2) Listen and complete:

1. Mammals have ……………………..or fur on their bodies.

2. Mammals are ……………………….-blooded.

3. Mammals ……………………..their babies with milk.

4. Mammals don't ……………………eggs.

❋(3) Read and complete the dialogue:

"colors – animals – doing – what"

Esraa: What are you doing, Nada?

Nada: I'm (1)………………. a research.

Esraa: What is it about?

Nada: It is about (2) …………………and birds.

Esraa: (3) …………………… Is the fastest animal?

Nada: It is the cheetah.

Esraa: That's great!

✵(4) Read the following text and answer the questions:

Amphibians can live on land and on water, but they need water or moist habitat to survive. Like reptiles, amphibians are cold – blooded and they lay eggs. However, amphibians, like frogs and toads always lay their eggs in water. They have smooth skin, not scales. They can take in oxygen through their skin and their lungs.

A: Choose the correct answer:

1. The main idea of the text is about (mammals – birds – reptiles – amphibians).

2. Amphibians can take in oxygen through their ……………………………..

(skin – lungs – eyes – skin and lungs).

B: Answer the following questions:

3. What do amphibians need to stay alive?

……………………………………………………………………………………………………

4. Can amphibians drink water by using their mouth?

…………………………………………………………………………………………………….

✵(5) Choose the correct answer:

1. Ahmed is (strong – strongest – stronger – as strong) then Waleed.

2. The ant is one of the (small – smaller – smallest – as small) insects.

3. The snake is (longer – longest – long – the longest) than the ant.

4. Speak (quiet – quietly – soft – good)! The baby is sleeping.

5. Why are you running (quick – fast – slow – noisy), Ehab?

✵(6) Reorder the words to make correct sentences:

1. mammals – **Bats** – the only – fly – are – that

……………………………………………………………………………………….

2. lay – vertebrates – **Which** – eggs ?

………………………………………………………………………………………

❖ The Reader:

• (A) Read and Write T (true) or F (false):

1. Grand pa is an engineer. ( )

2. Zeinab's friends are very clever. ( )

• (B) Choose the correct answer:

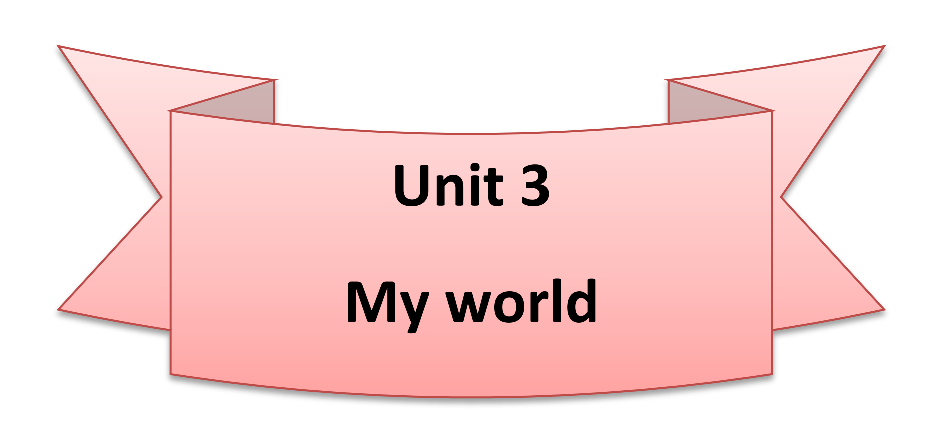
1. Zeinab and her (father – mother – grandmother – grandfather) visited the shop.

2. Grandpa likes sewing (sun flower – lotus flower – rose – daisy) and geometric patterns.

✵(8) Write a text of fifty (50) words:

"Vertebrates"

……………………………………………………………………………………………………
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Unit 3
My world



Lesson 1 “My community”

New Vocabulary:

❖ **Community:** a group of people who live together in the same area andshare activities and ideas.

❖ **Neighborhood**: the streets, houses, shops and schools close to where youlive.

❖ **Neighbors**: a person living next door to or very near to the speaker.

❖ **Citizenship**: behaving in a way that helps your society.

❖ **Mixture**: something combined or being mixed.

Language Corner

Possessive pronouns

Subject pronouns	**Possessive adj.**	**Possessive pronouns**
I	My + noun	Mine
He	his + noun	His
She	her +noun	Hers
You	your + noun	Yours
We	Our + noun	Ours
They	their + noun	theirs

Examples:

- These are **my** toys. → These toys are **mine**.
- This is **his** bike. → This bike is **his**.
- Those are **her** pens. → Those pens are **hers**.
- That is **your** ball. → That ball is **yours**.
- These are **our** kites. → These kites are **ours**.
- This is **their** car. → This car is **theirs**.

Let's answer some questions:

✵ Choose the correct answer:

1. This isn't my pencil. It's (yours – mine – your – our).

2. (Her – Hers – She – Yours) uniform is blue and white.

3. This is my cousin's house. It's (him – his – my – your).

4. (This – That – These – It) are their clothes.

5. Those shoes are (her – theirs – they – our).

Homework "lesson 1"

⁕(1) Choose the correct answer:

1. That is my cat. The cat is (his – hers – yours – mine).

2. I didn't believe (her – yours – ours – ours).

3. (They – These – That – This) boots look very expensive.

4. These (do – have – are – is) fun games.

⁕(2) Reorder the words to make correct sentences:

1. is – a mixture – **A community** – people – of

……………………………………………………………………………………………

2. **These** – bags – are – my

……………………………………………………………………………………………

⁕(3) Read and complete the text:

"work – people – neighborhood – community"

A community is a group of (1)………………………who live and work together in the same area. A (2)…………………………is more than your house, family, or your (3)……………………………… It is a mixture of people, places, activities, and ideas. My community includes my family, my friends, and my school.

Lesson 2 "The history of Egypt"

New Vocabulary:


Ancient Egypt


Country

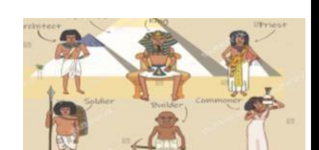


Lower Egypt



Upper Egypt

- **Kingdom:** a country, state or region ruled by a king or queen.



- **Ruling dynasties:** a powerful group or family that maintains its position for a considerable time.

- **Pharaoh:** a ruler in ancient Egypt.



Language Corner

Past simple tense

✵ Past simple (Regular verbs):

➔ **Usage:**

1. We use the past simple to talk about actions or situations which started and finished in the past:

Ex: I cleaned the house this morning.

2. We use the past simple to talk about past habits:

Ex: We stayed at our grandparents' house every summer.

3. We use the past simple to talk about actions which happened one after the other in the past:

Ex: Mona walked home, tidied the kitchen and then she cleaned her bedroom.

He did the washing and then he cleaned the windows.

➔ **Form:**

❖ The affirmative form:

• We add (ed) to most verbs:

Ex: Watch → watched   listen → listened

Look → looked   clean → cleaned

• When the verb ends in (e), we just add (d):

Ex: move → moved   bake → baked

Close → closed

• When the verb ends in a consonant + (y), we drop the (y) and add (ied):

Ex: cry → cried   study → studied

Tidy → tidied

• When the verb ends in a vowel + (y), we just add (ed):

Ex: stay → stayed   play → played

• When the verb ends in consonant + vowel + consonant, we double the last consonant and add (ed) only if the last syllable is stressed:

Ex: rip → ripped   drop → dropped

• When the verb ends in consonant + vowel + consonant, if the last syllable isn't stressed, we don't double the last consonant.

• When the verb ends in (L), we double the (L) and add (ed):

Ex: travel → travelled

✽ The negative form:

➔ We use **did + not + v. inf. Or (didn't + v. inf.)**

Ex: They didn't fly to England.

✽ The question form:

➔ We use (Did + subj. + v. inf. ……..?)

Ex: Did you watch a DVD last night?

Yes, I did.   No, I didn't.

➔ Verb to (be) in the past simple:

• I/ He/ She / It → was / wasn't

• You/ We / They → were / weren't

➔ We pronounce (ed) in three different ways:

Remember

- **(ied) ⟶ painted**
- **(t) ⟶ washed**
- **(d) ⟶ closed**

Time expressions

➔ Yesterday, last + (night, week, month, year……………)

(days, hours, ……….)+ ago

In (January, February, 2002, 2007……….

Let's answer some questions:

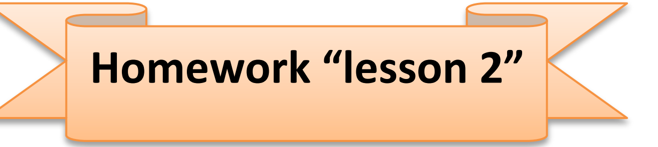
❖ Choose the correct answer:

1. (Has – Does – Did – Do) she play the piano? – Yes, she did.

2. They (studied – started – start – studies) hieroglyphs in the past.

3. Lara (play – played – plays – playing) tennis last Friday.

4. He (doesn't – do – does – didn't) tidy his room yesterday.



✵(1) Reorder the words to make correct sentences:

1. was – Egypt – **Where** – lower ?

……………………………………………………………………………………………….

2. very – people – **Scribes** – important – were

……….

3. dynasties – **Important** – controlled – many years – Egypt – for

……….

✵(2) Choose the correct answer:

1. What (do – does – doing – did) you visit last week?

2. In the past, they (using – use – uses – used) papyrus to write.

3. Egypt is a (town – city – country) with a very long and interesting history.

4. The Nile (flies – flows – follows) through the deserts of Africa.

5. Egyptians in ancient Egypt used (vets – scribes – engineers – doctors) to write down everything that happened.

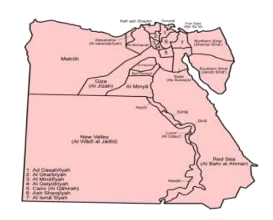
6. She (visit – visits – visited – visiting) the museum yesterday.

7. People (starting – started – start – starts) to live near the Nile in 7000 BCE.

Lesson 3 “The governorates of Egypt”

New Vocabulary:

- **Governorate:** like Aswan, Cairo, Giza, etc……



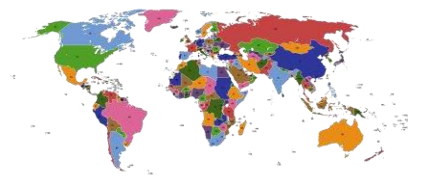
- **International borders:** the dividing line between two countries.



- **Administrative borders**



- **Map**

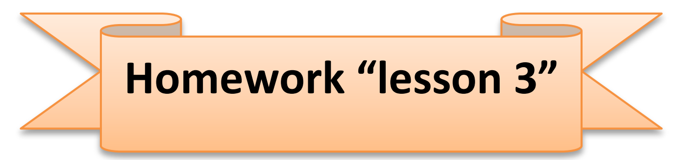


- **Countryside**



- **Capital city**





❁ Read the following text and answer the questions:

I'm Amr, and I live in the Red Sea governorate. It has a beach which is over 1.000km. It's a very popular place to visit for scuba diving and water sports.

I'm Ali and I live in the Alexandria governorate. It's important because lots of ships sail in and out of the port. The city of Alexandria used to be the capital city of Egypt.

➔ (A) Choose the correct answer:

1. The Red Sea governorate has a/an (oasis – beach – desert – village) which is over 1,000 km.

2. In Alexandria, (ships – boats – buses – trains) sail in and out of the port.

➔ (B) answer the following questions:

3. What is the Red Sea governorate famous for?

……………………………………………………………………………………………………

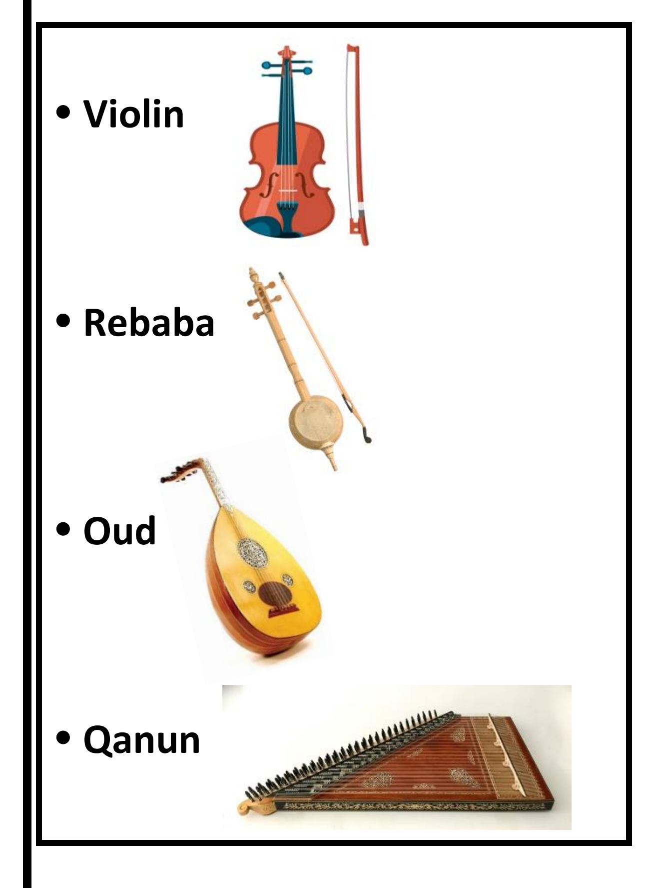
4. Why is Alexandria important?

……………………………………………………………………………………………………

Lesson 4 “Music”

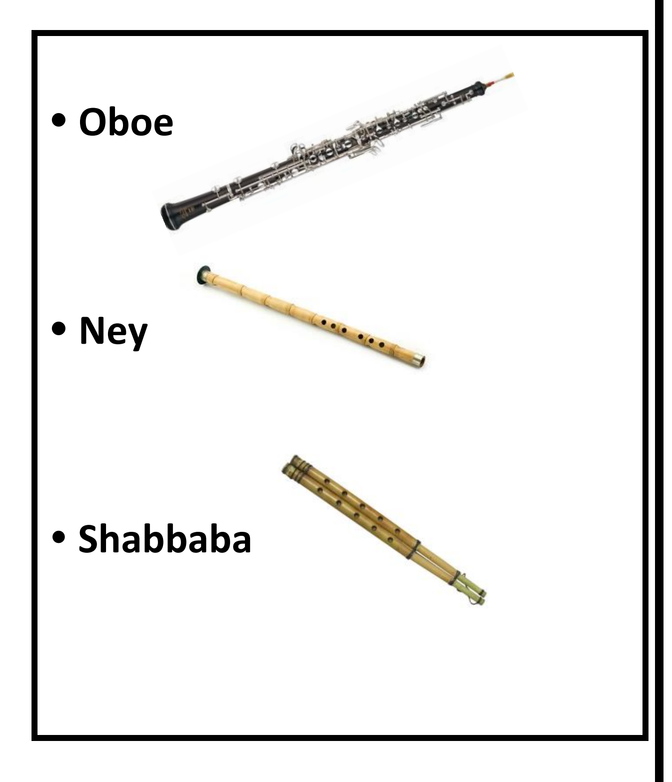
New Vocabulary:

❖ String instruments:



- Violin
- Rebaba
- Oud
- Qanun

❖ Wind instruments:

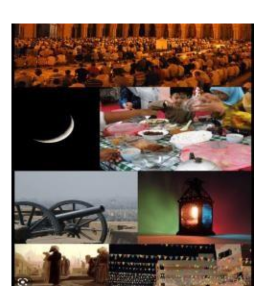


- Oboe
- Ney
- Shabbaba

- Folk music



- Traditional



- Nubian music



Homework "lesson 4"

❁ (1) Read and complete the text:

"wind – string – singers – musicians"

Folk (1)………………………… from Upper Egypt play Saidi music. This type of music uses (2)……………………….. instruments such as violins, and (3)……………………… instruments such as oboe. Singing and drumming is also a key part.

❁ (2) Reorder the words to make correct sentences:

1. has – lots of – **Egypt** – traditional – music – folk

………

2. music – do – like – **What kind** – you – of ?

………

3. music – often – **Bedouin** – singing – includes

………

4. music – Egypt – is – popular – **Nubian** – all – over

………

5. was – **Music** – important – Ancient – in – Egypt

………

Lessons 5, 6 “writing & project”

New Vocabulary:

- **Location:** where a place is in the country.
- **Geography**: the environment and any natural features.
- **Attractions**: what you can do and see in a place.
- **History**: information about what happened here in the past.
- **Culture**: traditional art, entertainment, food, and music.
- **Rhythm:** a strong, regular repeated pattern of movement or sound.



- **Perform:** present (a form of entertaining) to an audience.



Homework "lessons 5, 6"

✵ (1) Choose the correct answer:

1. Marina is playing with the teddy bear (happiest – happily – happy – happier).

2. Amal was nervous and couldn't talk (clear – clearly – clearest – clearer).

3. Mohamed is a (careful – carefully – care – caring) driver.

4. Walk (quickest – quicker – quickly – quick) or you may miss the bus.

5. (Culture – Location – History – Geography) shows us where a place is in the country.

6. The things that happened in the past are called (history – games – music – country).

✵ (2) Read and complete the text:

"music – dancers – lively – sticks"

Nubian dancing is (1)…………………… and colorful. People move their arms and feet to the rhythm of the (2)…………………………

Raqs Assaya is probably the most famous dance from the Saidi musical tradition. The (3)……………………… use sticks (Assaya) and step quickly in special patterns.

General Exercises on "unit 3"

❋(1) Listen and circle the correct answer:

1. Egypt has a very (short – boring – long – small) history.

2. People started to live near the (Nile – Tower – Pyramids – Red Sea) about 9.000 years ago.

3. At first, Egypt had (three – ten – two – four) separate areas.
4. Upper Egypt was in the (north – south – east – west).

❋(2) listen and complete:

1. Luxor is a big governorate in ………………………….Egypt.

2. Millions of ……………………………. Come to Luxor every year.

3. There isn't a beach but there is the …………………………in Luxor.

4. You can see ……………………………sailing in the river.

❋(3) Read and complete the dialogue:

"Governorate – arms – where – which"

Adel: Hello, Maged! Where do you live?

Maged: Hi, Adel! I live in Upper Egypt.

Adel: (1)…………………… is Upper Egypt?

Maged: It is in the south.

Adel: What (2)……………………………do you live in?

Maged: I live in Aswan.

Adel: Great! What is it famous for?

Maged: Nubian dancing. It's lively and colorful. We move our (3)…………………. and feet to the rhythm of the music.

✵(4)Read the following text and answer the questions below:

There is a long history of traditional crafts in Egypt. Two of the most popular crafts are Khayameya and carpet making. In the past, tent makerscreated Khayameya to decorate huge tents for weddings and other family occasions. Khayameya patterns are beautifully designed using different colors. Carpet making is another Egyptian craft. A skilled person can workquickly, but it takes many years to learn how to make an Egyptian carpet. The patterns are bright and colorful and each carpet is made carefully, using Egyptian wool.

➔ (A) Choose the correct answer:

1. The main idea of the text is about (Egypt wool – Egyptian occasions – Egyptian crafts – skilled people).

2. Khayameya is a/an (tool – Pattern – occasion – craft).

➔ (B) Answer the following questions:

3. What was Khayameya made for?

………………………………………………………………………………………………………..

4. Why is it not easy to make many Egyptian carpets?

………………………………………………………………………………………………………..

✵ (5) Choose the correct answer:

1. This is Aliaa’s bag. It is (his – hers – her – mine).

2. These shoes belong to Mazen. They are (his – theirs – him – hers).

3. This carpet is made (care – caring – careful – carefully), using Egyptian wool.

4. It’s your house. It’s (their – yours – ours – mine).

✵ (6) Reorder the words to make sentences:

1. in – is – a governorate – **What** ?

……………………………………………………………………………………………

2. area – large – **It** – a very – is

…………………………………………………………………………………………….

❖ The Reader:

• (A) Read and Write T (true) of F (false):

1. Grandpa's favorite design is lotus flowers. ( )

2. Zeinab doesn't like sewing. ( )

• (B) Choose the correct answer:

1. Grandpa's (mother – father – uncle – aunt) taught him how to sew.

2. When Grandpa was young, he wanted to be a/an (singer – engineer – doctor – pilot).

✵ (7) Write a text of fifty (50) words using the following guiding elements:

"**My community"**

Helping words: family – friends – school - neighborhood

………
………
………
………
………
………
………
………
………
………
………
………

Theme 2

Mv self and others

Unit 4

City and country





Lesson 1 “Rural and Urban places”

New Vocabulary:

- **Densely populated:** an area with a big number of inhabitants.
- **Sparsely populated**: an area with a small number of inhabitants.
- **Pedestrian**: people who walk on the road.
- **Congestion**: a very busy place with a lot of cars.
- **Isolated**: being away from the other things.
- **Metropolitan**: it’s an area or city like Cairo, Madrid or Paris. “the capital of the country”.
- **Urban**: a place like the city.
- **Rural:** a place like the country.

Homework "lesson 1"

✿ (1) Read and complete the dialogue:

"sparsely – workshops – pedestrian – village"

A: Where do you live?

B: I live in a (1)……………………….

A: Is it sparsely or densely populated?

B: It's (2)…………………… populated. Only about 700 people live here.

A: What services are there?

B: We have a lot of services, like shops, (3)……………………… and schools.

✿ (2) Reorder the words to make sentences:

1. populated – **Is** – sparsely – it – densely – or ?

……………………………………………………………………………………………….

2. a metropolitan – **Cairo** – is – area

…………………………………………………………………………………………………

3. have – **You** – to – careful – be – very

…………………………………………………………………………………………………

4. a lot of – have – services – **We** – my home – close to

…………………………………………………………………………………………………

Lesson 2 "Language"

✿ **The plural:**

Regular plural nouns:

- We add "s" to the most nouns to change it from singular to plural.

Ex. girl – girl**s** • door – door**s** • pen – pen**s**

- We add "es" to nouns that end in (x – o – sh – ch – ss – x)

Ex. fox – fox**es** • Tomato – tomato**es**

- If the noun ends in (consonant + y), we change (y) into (I) and add (es)

Ex. city – cit**ies** • Family – famil**ies**

- If the noun ends in (F), we change (F) into (V) and add (es).

Ex. shelf – shel**ves** • Scarf – scar**ves**

Irregular plural nouns:

➔ **We don't add (s) or (es), but they are learnt as they are:**

Ex. a woman – women • a tooth – teeth

- a man – men
- a foot – feet
- a goose – geese
- a mouse – mice
- a child – children
- a person – people
- a fish – fish
- a sheep – sheep

Homework "lesson 2"

✿ (1) Choose the correct answer:

1. There are three (a person – person's – person – people) work in my office.

2. Four (woman – women – a woman – women's).

3. My grandma has three (child – children – a child – child's).

4. How many (mouse's – mice – goose – mouse) does your cat catch?

5. Tigers have sharp (teeth – tooth – tooths – teeths).

✿ (2) Reorder the words to make correct sentences:

1. you – any brothers – have – **Do** – sisters – or ?

………

2. a small – **I** – village – live in – the Nile – on

………

3. from – get – the water – **People** – food – can

………

✿ (3) write the plural form:

1. a man ………………………………

2. a baby……………………………..

3. a desk……………………………..

4. a foot ……………………………..

Lesson 3 “Language”

New vocabulary

- **Craft**: an activity involving skill in making things by hand.
- **Artisans**: people who do crafts.
- **Warp**: the first basic form to the thing that we make.
- **Yarn**: spun thread used for weaving or sewing.
- **Spinning**: the conversion of fibers into yarn.
- **Weaving**: the action of forming fabric by interlacing threads.
- **Carpet**: a floor covering.
- **Dye**: to add or change color.

Language corner

The conjunctions:

• After:

Ex. After I went to the club, I met my friends.

• Before:

Ex. We had to chop the vegetables before we cooked them.

• So that: We use it to introduce reason and explanation or purpose.

Ex. Salma is studying English so that she can be a journalist.

• Although: It is used to show contrast.

Ex. Tamer couldn't eat although he was hungry.

• Even though: It is used to show contrast. (to show something unusual or un expected)

Ex. I watched Amr play football even though I don't like sports.

• While: We use it to talk about events happening at the same time. We can use either simple or continuous tenses.

Ex. We chatted with our friends while we waited for the bus.

• Every time:

Ex. My little sister dances every time she hears this song.

• As soon as: to show that something happens immediately after another action is completed.

Ex. Ali ran inside as soon as it started raining.

Homework "lesson 3"

✾ (1) Choose the correct answer:

1. (Although – But – And) I was tired, I managed to finish the work.

2. He was watching TV (when – while – although) I was studying.

3. I opened the present yesterday (after – but – or) I came back home.

4. I change my clothes (so that – as soon as – also – even though) I get home from school.

5. I don't talk (while – before – even so – as soon as) the teacher is talking.

✾ (2) Reorder the words to make correct sentences:

1. from – wool – **The artisans** – sheep – the – collect

………………………………………………………………………………………………………

2. use – weave – **They** – to – a carpet – yarn – can

………………………………………………………………………………………………………

3. prefer – people – dark – **Some** – colors

………………………………………………………………………………………………………

4. wanted to – **I** – traditional – Egyptian – learn about – crafts

………………………………………………………………………………………………………

Lesson 4 "Math"

- **Multiplication:**

It's another way to add the same numbers many times.

Ex: There are 15 farmers in Lama's village. Each farmer has 35 sheep. Howmany sheep are in Lama's village?

$15 \times 35 = 525$ sheep

- **Division**:
- It's to separate something into equal groups.

Ex: there are 48 children in Sherif's class. His teacher wants the children to work on a project in groups of 6. How many groups do the children have tomake?

$48 \div 6 = 8$ groups

Lesson 5, 6 "Writing & project"

"***Writing "long texts"***

Introduction: it's 3 or 4 sentences after the topic sentence which present the general idea.

Main (body): sentences are in the middle of the paragraph. They give more information.

Conclusion: it's 3 or 4 sentences that come at the end to present a summary of the text's main idea.

Homework “lesson 5, 6”

❖ (1) Read and complete the dialogue:

“Mediterranean – family – Alexandria – services”

Nada: Hello! My name is Nada.

Shrouk: Hello! I’m shrouk. Where do you live?

Nada: I live in (1)…………………………..

Shrouk: Oh! It’s a beautiful city on the (2)…………………………..sea.

Nada: That’s right. I like my city because we have a lot of (3)……………...

Shrouk: That sounds good.

❖ (2) Reorder to make correct sentences:

1. live – with – my – apartment – family – **I** – in – an

………………………………………………………………………………………………………

2. can – walk – **People** – school – to work – or

………………………………………………………………………………………………………

3. has – port – an – **Alexandria** – important

………………………………………………………………………………………………………

General Exercises on "unit 4"

✺ (1) Listen and circle the correct answer:

1. Rahma lives in a (small – big – new – far) city.

2. Rahma's city is a/an (urban – rural – unhealthy – close) environment.

3. It's a (lightly – densely – hard – sparsely) populated city.

4. It's not (hard – far – important – easy) to travel around her city.

✺ (2) Listen and complete:

1. There are many reasons to ……………………..cities.

2. A lot of cities are developed near bodies of …………………………..

3. Water is very ………………………………for cities.

4. Fish and ………………………………give people food to eat.

✺ (3) Complete the following dialogue:

"are – yes – where"

A: (1)……………………………..do you live?

B: I live in Alexandria.

A: How many people are there in your family?

B: There (2)………………………..5 people.

A: Do you like Alexandria.

B: (3)……………, I do.

✿ (4) Choose the correct answer:

1. The (city – metropolitan – village) is sparsely populated.

2. We should protect the (environment – pollution – congestion).

3. The (artisans – engineers – teachers) spin the wool.

4. My city has a lot of (villages – services – artisans). There are many shops, workshops and schools.

5. She asked me to revise well (while – so that – before) the exam.

✿ (5) Read the text and answer the questions below:

Hello! My name is Fareeda. I want to tell you about where I live. I live in Cairo. It's a metropolitan area and densely populated. There are more than 20 million inhabitants, so it's a very busy place. There are a lot of cars so there's also congestion. If you are a pedestrian, you have to be very careful.

(A) Answer the following questions:

1. Where does Fareeda live?

……………………………………………………………………………………………………….

2. How many inhabitants are there in Cairo?

……………………………………………………………………………………………………….

(B) Choose the correct answer:

3. The girl's name is (Mona – Fareeda – Safia).

4. There are a lot of (ships – trains – cars).

✺ (6) Reorder the words to make correct answers:

1 should – environment – We – the – protect

…………………………………………………………………………………………………

2 weave – can – Artisans – carpets

…………………………………………………………………………………………………

✺ (7) The Reader:

➭ (A) Write T (true) or (F) false:

1. Grandpa loves his job. (   )

2. Zeinab's friends don't like Khayameya. (   )

➭ (B) Choose the correct answer:

1. Grandpa was one of the (shoe makers – bus drivers – tent makers – dentists).

2. Zeinab's (uncles – grandparents – friends – friends – cousins) met her at the train station.

✺ (8): (7) Write a text of fifty (50) words using the following guiding elements:

"Your city"

Guiding words: Metropolitan – densely populated – pedestrian – congestion

………
………
………
………
………
………
………
………
………
………
………
………

The Reader

Khayameya summer



***1* Write (T) true or (F) false:**

1-Lots of people wanted to learn about Khayameya. (   )

2- Zeinab's friends aren't clever to learn about Khayameya. (   )

3- Zeinab doesn't like to learn sewing. (   )

4- Grandpa was one of the best artisans in sewing. (   )

5- Grandpa doesn't like his job. (   )

***2* Choose the correct answer:**

1- Khayameya school is travelling all.......................

(winter - spring - fall - summer)

2- Lot's more people want to .... sewing Khayameya.

(learn - read - write - travel)

3- Grandpa is sad beacause he can’t................... well.

(see - touch - hear - taste)

4- Zeinab had .... friends.

(tall - bad - naughty - clever)

5- Zeinab loved a big..................... on the wall of the shop.

(table - picture - street - tree)

Listening Texts

General Exercises on unit 1:

• Listen and circle the correct answer:

Our senses are working all the time. Everyone needs senses in life. Hearing, sight, smell, and taste are some of them. We can see with our eyes. We can hear with our ears. We can smell with our nose. We can taste with our tongue. Our body organs work together with these senses.

• Listen and complete:

Some people cannot see or hear, so they have different ways to communicate. People who are deaf can learn sign language. Sign language is a complete language, like English, Arabic or Spanish, and there are different versions of it around the world. Sign language in Egypt is different from sign language in the USA.

General Exercises on unit 2:

• Listen and circle the correct answer:

Reptiles are cold-blooded. This means that they have to spend time in the sun to keep warm. Most reptiles have four legs and scales. In addition, all reptiles live on land. Some can live in rivers or the sea, such as turtles. Reptiles come to land to lay their eggs.

• Listen and complete:

Mammals have hair or fur on their bodies. They are warm-blooded and they feed their babies with milk. Most of them give birth to their babies. Mammals don't lay eggs. Humans are mammals. Most mammals live on land, but some in the sea.

General Exercises on unit 3:

• Listen and circle the correct answer:

Egypt is a country with a very long and interesting history. People started to live near the Nile about 9,000 years ago, in 7,000 BCE. At first, Egypt had two separate areas. Lower Egypt was in the north, where the Nile joins the sea. Upper Egypt was in the south, where the Nile flows through the deserts of Africa.

• Listen and complete:

There are 27 governorates in Egypt today. Luxor is a big governorate in Upper Egypt. Millions of tourists come to Luxor every year. There isn't a beach but there is the museum in Luxor. You can see ships sailing in the river.

General Exercises on unit 4:

• Listen and circle the correct answer:

I'm Rahma. I live in a big city. My city is in an urban environment. Many people live in my city so it's densely populated. There are a lot of cars and buses so it's a very busy city. It takes a long time to go to school. It is not easy to travel around but I like my city.

• Listen and complete:

There are many reasons to develop cities where they do. One of the main reasons is for food and transportation. A lot of cities are developed near bodies of water. These can be rivers, lakes or oceans. Water is very important for cities. For one thing, they have animals in them, like fish and birds, which give people food to eat.